

GRADE NINE ACTIVITIES

EVERYBODY'S BUSINESS

Teacher's Notes

CHALLENGE (Suggested time: two to three class periods)*

To encourage students to recognize concerns of a community in the establishment of a business or industry.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- develop effective communication skills by discussing ideas and making decisions
- recognize and evaluate the impact of a new business/industry on a community and on the environment
- select and employ a range of decision-making strategies independently and collaboratively

CURRICULUM CONNECTIONS

Students will

English Language Arts

- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented
- evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features
- articulate, advocate and support points of view, presenting viewpoints in a convincing manner

(Connections can also be made to health, personal development and relationships, and technology education/industrial arts.)

PROCEDURE

Have the students brainstorm a list of potential businesses or industries that could be established in their community.

After the brainstorming session, have the class select one potential business/industry from the list to use as the focus of the following scenario:

Scenario For Role Play

A company that the students have selected is willing to establish their business/industry within the community. The company is willing to spend millions of dollars and employ 30% of the community's labour force. The mayor (teacher) will hold a public meeting to discuss the company's proposal.

*For the purpose of this resource one class period is 40 to 45 minutes in length.

Teacher's Notes

Have students identify potential advantages and disadvantages of establishing their selected business/industry in their community.

Have students select a role to play from the following list:

- banker
- local business owners/entrepreneurs
- business/industry owner
- biologist
- special environmental interest group(s)
- unemployed skilled workers
- unemployed unskilled workers
- homeless man/woman
- clergy
- politicians
- tour operator
- technology specialist
- general audience
- farmer
- fisher

Each student will require preparation time to adequately prepare for their presentation.

The student/s who selected the role of business/industry owner may be given five to ten minutes to present their proposal to the class.

The mayor will set the stage for the public meeting and each student can role-play his/her selected role.

Each student will present their role supporting their position.

The mayor (teacher) can call the public meeting to order and conduct the mock meeting.

POSSIBLE EXTENSIONS

Students can organize a visit to a town/community meeting to observe proper protocol for conducting meetings.

The role play scenario could be expanded to create a play from the class activity.

SUGGESTED MATERIALS

- paper
- marker
- flip chart
- gavel
- props
- costumes (optional)

REVIEW AND REFLECTION

1. Students express in writing their point of view about the community concerns that entrepreneurs face when they start a business.

POOLING YOUR RESOURCES

Teacher's Notes

CHALLENGE (Suggested time: two class periods)

To identify and promote a venture that incorporates the collective skills, abilities, and interests of team members.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- recognize and demonstrate personal attributes that relate to entrepreneurial activities
- demonstrate intellectual creativity, initiative, and entrepreneurial spirit to design and promote a venture that employs the experiences, strengths and attributes of a team
- work together as part of a team to explore venture opportunities beyond personal interests and experiences

CURRICULUM CONNECTIONS

Students will

English Language Arts

- examine the ideas of others in discussion to extend their own ideas
- use a range of strategies in writing and other ways of representing to
 - extend ideas
 - explore and reflect on their feelings, values, and attitudes
 - describe and evaluate their learning processes and strategies
- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner

(Connections can also be made to health and family life education, and personal development and relationships.)

PROCEDURE

Have each student create a personal list itemizing their talents, skills and interests.

Working in teams, each student may share his/her personal lists to create a team venture attribute list.

After the creation of the team list, the students may create a venture opportunity which incorporates the combined interests/hobbies, work experiences and skills of the team members.

Teacher's Notes

The venture idea creation process may include the following:

- a name for the venture
- the nature of the venture
- the target market for which the product or service is intended
- the role/responsibility of each team member and how it relates to their individual interests, skills and work experiences
- how their venture can have a positive impact on the community
- the personal sacrifices team members might have to make if they were to develop and manage the venture
- at least five factors that could contribute to the success of the venture

Have students prepare a presentation showcasing the above aspects as well as providing a visual logo, and advertisement to promote their venture idea.

Students could complete an aptitude/interest survey if available through the guidance department.

POSSIBLE EXTENSION

The students may be encouraged to develop and implement their venture plan.

The students may design a logo on computer and/or explore computer graphics.

REVIEW AND REFLECTION

1. Through reflection, students can recognize personal attributes and characteristics which are necessary for an individual to be entrepreneurial.
2. The students can reflect on what they have learned about themselves and how they can apply this to opportunities for the future.
3. Through discussion, the students can identify how a venture is enhanced by incorporating the strengths, skills, and talents of all team members.

NOW GET OUT OF THIS

Teacher's Notes

CHALLENGE (Suggested time: one class period)

To solve problems using limited resources through effective communication and creative thinking.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- select and employ creative problem-solving and decision-making techniques
- practise effective communication skills by utilizing appropriate language
- develop and employ independent and cooperative learning skills

CURRICULUM CONNECTIONS

Students will

English Language Arts

- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented
- demonstrate active listening and respect for the needs, rights and feelings of others
- use a range of strategies in writing and other ways of representing to reflect on problems and respond to problems

Science

- propose alternative solutions to a given practical problem, select one, and develop a plan
- persist in seeking answers to difficult questions and solutions to difficult problems
- work collaboratively in carrying out investigations as well as generating and evaluating ideas

(Connections can also be made to social studies, and health and family life education.)

PROCEDURE

Using the card sheet provided, prepare packs of 36 cards for each group of six students.

Explain that this is a card game to develop creative thinking skills. Provide each group with a problem from the list on the **Problem-solving List Worksheet**, as well as a pack of cards prepared from the enclosed template.

A dealer deals six cards to each student in the group. Each student has to solve the group problem by creating his/her own story using the cards that he/she has received. The story should offer a solution to the group problem.

Encourage students to collaborate and verbally share with their group their solutions to the group problem.

POSSIBLE EXTENSIONS

Each group is given a new problem and only five cards in total. Working as a team students can create a solution to the group problem. Each group is allowed to trade one card with another group.

As a variation of the above activity, cut blank cards, distribute them among the students and have them create their own picture cards.

Collect the newly created cards, shuffle, and pass out three cards to each student.

Using the distributed cards have each student create, write and share his/her story.

SUGGESTED MATERIALS

- Problem-solving List Worksheet
- one pack of cards per group (see page 90)
- blank set of cards (create your own)

REVIEW AND REFLECTION

1. The class may discuss the benefits of collaborative approaches to problem solving and creative thinking.
2. Students discuss the importance of respecting the ideas and viewpoints of others.
3. Students are given the opportunity to create their own problems to be solved by the class.

RESOURCE

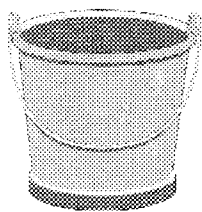
C. Johnson; S. Marks; M. Mathews; J. Pike, (1987) *Key Skills - Enterprise Skills Through Active Learning (16 - 19)*, pages 76-77.

NOW GET OUT OF THIS

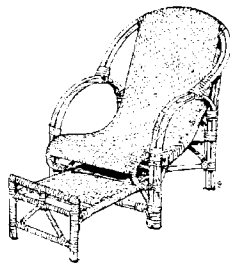
PROBLEM-SOLVING LIST WORKSHEET

Possible Problems

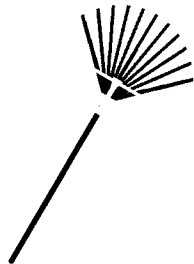
- rescuing a friend who has fallen through ice on a pond
- saving the world from aliens
- using 27 kg of chewing gum
- entertaining a popular music group
- escaping from a burning building
- crossing quicksand
- repairing a broken window
- building something to carry someone
- stopping a runaway snowboard
- building an overnight shelter on a mountain
- performing an act in a talent contest
- catching something to eat
- getting a message home
- buying a skateboard
- building a skateboard park



Bucket



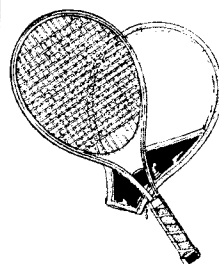
Armchair



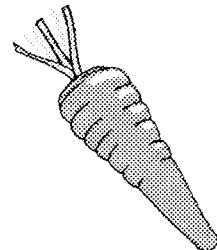
Rake



Balls of String



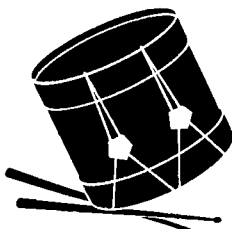
Tennis Racquet



Carrot



Giraffe



Drum



Pencil



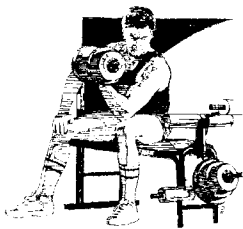
Clock



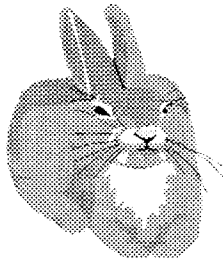
Helicopter



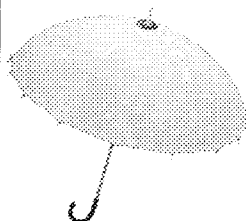
Fork



Athletics



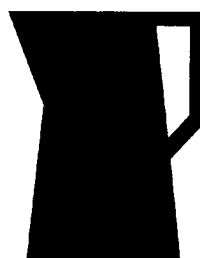
Rabbit



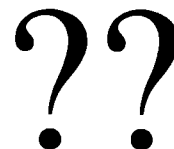
Umbrella



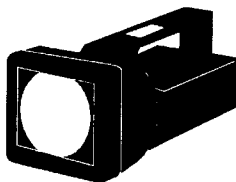
Scarf



Jug



Free Choice



Flashlight



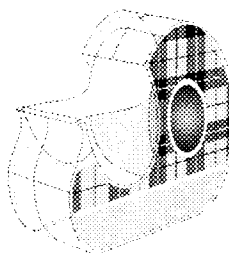
Mirror



Hammer



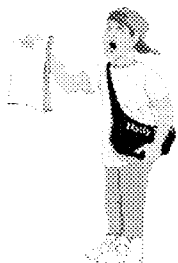
Bowl



Sticky Tape



Scissors



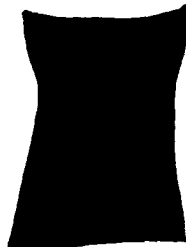
Newspaper



Hose



Garment Bag



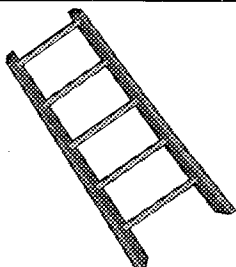
Garbage Bag



Milk Carton



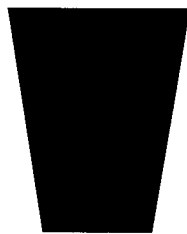
Car Tire Inner Tube



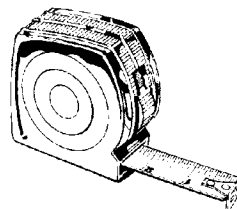
Ladder



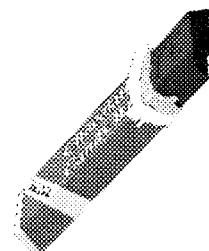
Panty Hose



Paper Cup



Tape Measure



Chocolate Bar



Laser Gun

BUY ME! BUY ME!

CHALLENGE (Suggested time: 1 week or five class periods)

To develop an awareness of advertising and its role in our daily lives.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- recognize and employ advertising strategies
- use creativity and teamwork to achieve a goal
- make use of technology to advertise a product

CURRICULUM CONNECTIONS

Students will

English Language Arts

- participate constructively in conversation, small group and whole group discussion and debate using a range of strategies that contribute to effective talk
- demonstrate facility in using a variety of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purpose
- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

(Connections can also be made to social studies, personal development and relationships, health and family life education, technology education/ industrial arts, and media technology.)

PROCEDURE

Begin this activity with a brief discussion about the influence of advertising in their daily lives.

Have students individually watch one hour of television to gather data on advertising. Have them record the following:

- time of day
- station
- names of programs watched
- how many minutes of commercials were broadcast
- the length of each commercial
- the products or services advertised

Have the students use the following questions to analyze the information collected.

- What is the typical audience that would be watching television at that time of day (e.g., age, gender)?

Teacher's Notes

- How have the advertisers constructed ads that will appeal to the audience? Explain.
- Will the average audience be able to separate exaggerations from the true claims?
- What proportion of time is spent in commercials as compared to programming?

In small groups have the students share and compare their analysis for similarities and differences based on same time of day and/or different times of day.

Have the students identify a product and design a commercial targeting a particular viewing audience, time of day, using one or more of the following strategies:

- conformity (join the crowd)
- celebrity testimonial
- emotional appeal
- goodwill (buy one get the second for half price)
- comfort and enjoyment
- humour
- slogans and songs
- aesthetic appeal

As a group, have students act out their commercial while the rest of the class names the advertising technique used.

As an alternative to acting the students may create story boards for their print advertisement.

POSSIBLE EXTENSIONS

Other modes of advertising can be analyzed using this activity (e.g., newspapers, magazines).

Students can critique each other's commercial.

SUGGESTED MATERIALS

- video camera (optional)
 - music (optional)
- * Teachers may wish to develop a 30-minute video of commercials for use in the classroom as an alternative and/or a support to the one hour of television viewing outlined in the procedure.
- * Teachers may wish to develop a worksheet and/or checklist for response to this activity.

REVIEW AND REFLECTION

1. Students discuss the positive and negative effects of advertising on consumers (e.g. discouraging drug use, impulse buying, trends and fads).
2. Students discuss how advancement in technology has influenced the marketing of products in contrast to marketing techniques used in the past.
3. Invite an advertising agent to address the class and critique the students' commercials.

Teacher's Notes

THIS REALLY BUGS ME

Teacher's Notes

CHALLENGE (Suggested time: one class period)

To identify an everyday problem and propose possible solutions.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- work cooperatively to creatively develop and apply problem-solving techniques
- use creativity to address the needs and wants of society
- identify opportunities and options for applying enterprise/entrepreneurial knowledge and skills

CURRICULUM CONNECTIONS

Students will

English Language Arts

- examine the ideas of others in discussion to extend their own understanding
- demonstrate active listening and respect for the needs, rights, and feelings of others
- integrate information from a variety of sources to construct and communicate meaning

Science

- propose alternative solutions to a given practical problem, select one, and develop a plan
- persist in seeking answers to difficult questions and solutions to difficult problems
- work collaboratively in carrying out investigations as well as generating and evaluating ideas

(Connections can also be made to social studies, health and family life education, and personal development and relationships.)

PROCEDURE

Facilitate a brainstorming session in which the students identify things that really “bug” them (e.g., school/community/province/country, problems, issues, things, habits). The teacher must set parameters (e.g., no mention of personal grievances involving friends or family).

In pairs, have students select five of the things that really “bug” them and prepare their “Bug List” (see **Bugs Me Worksheet**).

Using their **Bugs Me Worksheet**, have the pairs select one “bug” from their list and generate at least five possible solutions.

Teacher's Notes

From the list of solutions, have each pair select one possible solution which they feel they can adequately develop and draw a prototype.

Have students present their bug and their solution to the class using a prepared written report.

POSSIBLE EXTENSIONS

Develop a prototype.

Pursue a patent.

Have a professional critique their inventions.

Students can start a small business, or develop a business plan, if they feel their idea has commercial potential.

SUGGESTED MATERIALS

- Bugs Me Worksheet
- flip chart
- paper
- chalkboard
- markers
- ruler
- Bristol board(optional)

REVIEW AND REFLECTION

1. Through discussion the students will understand that problems can be solved through a variety of ways if they are creative and innovative in their thinking processes.
2. Students reflect on how working together cooperatively can offer various solutions to meeting the needs and/or wants of a community.
3. Students can discover how this activity has encouraged them to identify opportunities in an entrepreneurial context.

BUGS ME WORKSHEET

THIS REALLY BUGS ME !

1. In pairs choose five of the brainstormed “things that really bug me” and prepare a “bug” list.

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

2. With your partner review the five “bugs” you have selected. Explain to each other the nature of each problem. Then decide on the one you will work on together.

Our “bug” is _____

3. List five possible solutions to your selected “bug” in number two.

4. Select one of the above solutions and describe the details and process involved in your solution.

5. Draft a letter to the concerned party expressing the identified problem and the suggested solution.

MAKING THINGS HAPPEN

Teacher's Notes

CHALLENGE (Suggested time: one week or five class periods)

To have the students work together in the design and implementation of an environmental audit for the school.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- recognize that opportunities can be capitalized on by identifying and responding to needs within a local environment
- work cooperatively to develop and implement strategies to set and attain goals
- recognize that presenting solutions to problems is an effective means of promoting an idea

CURRICULUM CONNECTIONS

Students will

English Language Arts

- participate constructively in conversation, small group and whole group discussion and debate using a range of strategies which contribute to effective talk
- demonstrate a commitment to crafting pieces of writing and other representations
- demonstrate awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes

Mathematics

- be aware of sampling issues and understand procedures with respect to collecting data
- develop an appreciation of statistics as a decision-making tool by formulating and solving relevant problems

(Connections can also be made to social studies, and personal development and relationships.)

PROCEDURE

Discuss as a class the purpose and the components of an environmental assessment.

As a class, brainstorm to determine different aspects of the school environment which can be evaluated during an assessment, (e.g., personal, social and/or educational areas within their physical environment).

Assign small groups to specific areas of the school for assessment and record their findings on the **Environmental Assessment Sheet**.

Teacher's Notes

Each group can conduct an environmental assessment of their chosen school-related environment to identify positive attributes as well as the needs of the specific area.

After conducting the assessment, each group can share their results with the class and create a cumulative list of the positive attributes and needs which the class has identified.

Encourage the students to develop feasible solutions which would address the identified areas of need.

Students can present their results to one or more of the following: administration, resource centre, school council, parent committee.

POSSIBLE EXTENSION

Develop and implement a plan to meet the identified needs.

SUGGESTED MATERIALS

- classroom supplies
- computer (optional)
- Environmental Assessment Sheet**

REVIEW AND REFLECTION

1. Through discussion students can reflect on how working together as a team is an effective means of achieving a goal .
2. Groups can discuss how gathering pertinent information is an effective means of identifying potential opportunities.
3. The students can discuss various ways of marketing their ideas so as to make the environmental audit more meaningful and the solutions more feasible.

MAKING THINGS HAPPEN

ENVIRONMENTAL ASSESSMENT SHEET

Select one of the following areas in your school environment and perform an audit assessing the positive aspects of the particular location as well as identifying the needs of the particular area: resource centre, library, computer lab, science lab, industrial arts lab, cafeteria, classrooms, reception area, washroom/locker room, gymnasium, sports fields, bus drop-off areas, band room, human resources, social environments, other.

Using the following framework respond appropriately depending upon the selected area.

1. Identify what you like about your area of assessment (location, user friendliness, climate conditions, size, noise level, cleanliness, air circulation).

2. Discuss or write about your area of assessment in terms of what effect it has on the school population, what type of atmosphere and attitudes are created, and why these are positive.

3. Discuss or write about aspects of your specific area that might need improvement. Be specific about what the problem is and who might address the problem.

4. Recommend possible solutions to address the needs of your identified area. Be specific in your response (e.g., how you would address the needs, the proper channels you would pursue in presenting the problems/solutions, setting a suitable time frame to address the needs, who could be involved, whether there are inexpensive solutions to the problems, and what positive spinoffs could be created by addressing these needs).

5. Provide some suggestions as to how this assessment can be used to deal positively with your areas of concern. Where do you wish this information to go?

PLAY IT AGAIN

CHALLENGE (Suggested time: three class periods for setup with ongoing follow-up)

To experience recycling as a viable entrepreneurial venture.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- demonstrate an entrepreneurial spirit, initiative, and cooperative learning skills
- design, implement and evaluate an entrepreneurial venture
- investigate possible opportunities for the future
- identify a variety of resources and evaluate their economic value

CURRICULUM CONNECTIONS

Students will

English Language Arts

- adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- demonstrate active listening and respect for the needs, rights, and feelings of others
- use note-making to reconstruct knowledge and select effective strategies appropriate to the task

(Connections can also be made to technology education/industrial arts, health and family life education, art, business education, and public relations)

PROCEDURE

Facilitate a class discussion to identify how recycling can become a viable venture. In small groups, have the students research recycling opportunities that exist or have potential to become viable ventures.

Working in groups, using a particular theme (e.g., toys, books, sports gear, craft creations, clothing) have the students decide on an idea for a recycling venture. The students can then design their venture with the intent of showcasing and selling their products at a "Recycling Market."

Have each group present a description of their venture to the class indicating how they plan to develop and implement their ideas. (See **Student Venture Plan Framework**.)

For their venture have the students create new products from recyclable material or collect recyclable items which can be resold (e.g., prom dresses, sporting goods, books, clothing, crafts).

Teacher's Notes

Following the presentation of their venture plan, have the groups plan a recycling market to promote, showcase, and implement their ventures. Within their groups the students can share the responsibilities for the implementation of the recycling market (e.g., scheduling, planning, advertising, setup, selling, coordination).

As a class, have the students determine where the proceeds of the recycling market will be distributed.

As a wrap up to the recycling market, have each group present a report indicating the success of their venture. Included in the report can be:

- the high and low points of the venture
- what the students might do differently if they were to undertake another venture in the future
- procedures used for pricing, record-keeping, promotion, collections
- what plans the students have for the leftover items
- what the students have learned from this venture experience

The **Student Business Plan Sheets** (see pages 59 to 62) can be used as a template for a worksheet for this activity.

SUGGESTED MATERIALS

- recyclable materials for new creations
- products for resale
- cash box and float
- receipt book
- selling tables
- tape and tags for pricing
- Leading Edge II* Video (school media centre)
- advertising materials (e.g., newspapers, radio)
- Student Venture Plan Framework**

REVIEW AND REFLECTION

1. Students discuss ways in which various activities and people are entrepreneurial in the community.
2. The students reflect on what they have learned through this activity and how they can apply this knowledge to future opportunities.
3. The students discuss ways in which we can utilize our renewable resources to be environmentally friendly, at the same time recognizing the entrepreneurial opportunities that exist.
4. Students discuss how a creative idea is implemented. They may wish to consider ways to involve the community in a project and/or creating opportunities to share with the needy.

PLAY IT AGAIN

STUDENT VENTURE PLAN FRAMEWORK

The following sample framework is provided to assist in the development of a venture plan.

1. Clearly state the NAME of your venture, WHAT your venture will be selling, and WHO the potential customers will be. Briefly describe the general nature of the venture, the location, and any unique features.

2. Identify the entrepreneurial strengths of the partners involved in the venture, and how each contributes to the venture.

3. Clearly identify the needs your venture will be addressing and the target market you hope to attract.

4. Provide an explanation of the products or services you will be providing and how this can address the needs of the community.

5. Provide a site description which includes the choice of location, population of potential customers, proximity to suppliers, relevant services, transportation, parking, traffic flow, and visibility.

6. Identify potential expenses that will be incurred when operating your venture.

7. Identify the advertising medium to be used, frequency of use, publicity, promotional strategies and how you intend to evaluate the effectiveness of your marketing strategies.

THIS IS COOL

Teacher's Notes

CHALLENGE (Suggested time: three class periods)

To create and test a fad in an effort to determine its potential within the school.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- identify existing fads and determine how the success of these might apply to an opportunity for a venture
- work cooperatively to effectively attain a goal
- recognize and employ promotional strategies

CURRICULUM CONNECTIONS

Students will

English Language Arts

- ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes
- use note-making to reconstruct knowledge and select effective strategies appropriate to the task

(Connections can also be made to social studies, and personal development and relationships.)

PROCEDURE

Present the concept of fads in a variety of creative ways.

Through discussion and the use of media (e.g., newspapers and magazines) have the students define what a fad is and identify several fads with which they are familiar (e.g., pet rocks, Tickle Me Elmo, Beanie Babies, bell bottoms).

In small groups, have students brainstorm a list of “cool” fads they would like to create (encourage the creation of a fad that might appeal to their age group).

Ask each group to select one fad they can create and test within the school population.

Invite the students to research a fad from the 50s, 60s or 70s and decide how they will revive it within the school population. After a one week period of promotion, each group may report to the class on the popularity of their fad and the success of their campaign.

Teacher's Notes

After the presentations, have the students discuss the effectiveness of the campaign in terms of fads: how they can improve the fad, whether the fad is marketable, whether the fad would be successful with a different target group, and what would be an appropriate price range for their product.

In their groups, have the students select the most successful fad from a promotional perspective and suggest ways to promote it.

Provide the students with an opportunity to present their promotional plan to the class.

POSSIBLE EXTENSIONS

Students can participate in a “fad day” by dressing in a garment that was a fad in the past.

Within their groups, the students may explore how they can develop this fad into a business venture.

As a class the students can develop and implement a survey to measure the degree of success in promoting a new fad.

Students can perform a “market study” survey to evaluate how this product might be received by a specific target group.

REVIEW AND REFLECTION

1. Through discussion, the students discover how entrepreneurial people identify a need or want within a population and seize it as an opportunity for a venture.
2. As a class, students discuss the challenges they encountered and how solving problems can be achieved more effectively when everyone works cooperatively.
3. Students reflect on the various promotional strategies and compare and contrast the effectiveness of the various methods presented.

WE CAN DO THIS

Teacher's Notes

CHALLENGE (Suggested time: two to three class periods)

To plan and implement a fund-raising event to meet the needs of the school/community.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- outline and develop plans to overcome obstacles involved in starting a venture
- develop and implement strategies to set and attain goals
- identify and locate necessary resources for the benefit of a student venture

CURRICULUM CONNECTIONS

Students will

English Language Arts

- examine the ideas of others in discussion to extend their own understanding
- ask relevant questions calling for elaboration, clarification, or qualification, and respond thoughtfully to such questions
- demonstrate active listening and respect for the needs, rights, and feelings of others

PROCEDURE

Have the students brainstorm to identify student venture opportunities that exist within the community that could be undertaken to generate financial resources for the school and/or other organizations. Identifying target groups according to age and/or gender may help stimulate ideas (e.g., odd jobs, yard work, bottle drive, window cleaning, car washing, pet sitting, child care, grocery shopping).

Either as a class or in small groups, have the students select a venture opportunity they can plan and possibly present to the school administration or school council.

Distribute the responsibility for planning the venture among the students or the groups.

Teacher's Notes

As part of the action plan students individually or collectively can consider the following:

- How will they determine and negotiate reasonable fees?
- How will the money be managed?
- How will the venture be promoted?
- What will they use as an incentive to encourage students to contribute to their share of the responsibility?

Following the planning process have the students establish time lines.

POSSIBLE EXTENSION

The students may present their plan to the school administration and/or school council. Their presentation may include publicity.

SUGGESTED MATERIALS

- art materials
- poster board

REVIEW AND REFLECTION

1. Students reflect on the process of creating and presenting a venture.
2. Students discuss some of the challenges encountered, lessons learned, and suggestions for improvement of the venture.
3. Students discuss what makes a venture successful.

MEET OUR ENTREPRENEURS

Teacher's Notes

CHALLENGE (Suggested time: two class periods)

To profile an entrepreneur in your community, region or province.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- develop an understanding of the skills, attitudes, and attributes of entrepreneurs
- demonstrate information gathering skills to acquire pertinent information
- learn how to use information technology more effectively by networking and creating a web page

CURRICULUM CONNECTIONS

Students will

English Language Arts

- ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- articulate, advocate and support points of view, presenting viewpoints in a convincing manner
- use note-making to reconstruct knowledge and select effective strategies appropriate to the task

(Connections can also be made to social studies, and personal development and relationships.)

PROCEDURE

Discuss and review proper etiquette for conducting an interview.

In pairs, have the students generate a list of entrepreneurs in their community, region or province, and select one entrepreneur from their list whom they would like to interview and profile.

Using the attached **Meet Our Entrepreneurs Interview Sheet**, as well as any questions of their own, have the students conduct and record their interview.

Using their gathered information, have students create a profile of the entrepreneur that they have identified. Students may report their findings in a written report, videotape or audio cassette.

Have students share their profiles with the class and identify the skills, attitudes and attributes of entrepreneurs.

Teacher's Notes

POSSIBLE EXTENSIONS

Have students brainstorm ways in which they can share their profiles with their local community.

Students create their own interview sheet.

Students create a web page to profile entrepreneurs.

With permission, this profile can then be put on the internet with any appropriate pictures to accompany the profile or it can be posted in the community.

SUGGESTED MATERIALS

- Meet Our Entrepreneurs Interview Sheet
- computer with access to the internet (optional)
- scanner (optional)

REVIEW AND REFLECTION

1. Students discuss the importance of sharing information and meeting people with similar interests and ideas.
2. In small groups of three or four, utilizing the information they collected from their interviews, students address the following questions.
 - What challenges did you encounter when performing this activity?
 - What skills and attitudes did you recognize as indicative of an entrepreneur?
 - What examples can you provide which are indicative of an entrepreneurial spirit?
 - As a group, how would you define an entrepreneur?

MEET OUR ENTREPRENEURS

INTERVIEW SHEET

NAME: _____

PLACE OF WORK: _____

OCCUPATION: _____

1. What is the nature of your business and how did it originate for you?

2. What challenges do you encounter through your work as an entrepreneur?

3. What skills, attitudes, and/or values are required to overcome challenges and attain success as an entrepreneur?

4. What provides the ongoing motivation for you as an entrepreneur?

5. How would you define the expression, "entrepreneurial spirit?" What do you think is its link to entrepreneurship?

6. If you were asked to create a “recipe for entrepreneurial success,” what would you include as some of the ingredients?

7. If you could provide students interested in creating a venture with the benefit of your experience, what guidance would you like to offer them?

8. If you could change any part of your experience as an entrepreneur, what might that be?

TOOLS FOR SUCCESS

Teacher's Notes

CHALLENGE (Suggested time: one class period)

To have students discover some of the qualities and skills required to develop an entrepreneurial spirit and become aware of the need to be responsible citizens.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- identify various skills and attitudes of a person with an entrepreneurial spirit
- identify opportunities and options for applying enterprise/entrepreneurial knowledge and skills
- practise effective communication skills by utilizing appropriate language

CURRICULUM CONNECTIONS

Students will

English Language Arts

- listen critically to assess the adequacy of the evidence speakers give and to evaluate the integrity of information presented
- examine the ideas of others in discussion to extend their own understanding
- participate constructively in conversation, small group and whole group discussion and debate using a range of strategies that contribute to effective talk

(Connections can also be made to social studies, personal development and relationships, and health and family life education.)

PROCEDURE

In small groups have the students provide a group definition of “success.”

Discuss with the class the skills and attitudes that an individual needs to nurture and develop in preparation for gratification and success during their lifetime.

After reading the poem, “The Road Not Taken”, and utilizing the guiding questions, have the students discuss how this poem reflects the attitudes and qualities of someone with an entrepreneurial spirit. Teachers may choose to use a personal selection of poems or songs and develop applicable guiding questions.

REVIEW AND REFLECTION

Sample Guiding Questions

“The Road Not Taken”

1. What type of person might you expect to take the well travelled road?
What type of person might you expect to take the less travelled road?
2. What are the advantages of taking the road less travelled?
What might be some of the challenges you would encounter?
3. What message does this poem provide for people who have ideas they would like to explore?
4. What skills and/or qualities do you think that a person who took the “road less travelled” would demonstrate and develop?
5. In your opinion, which road would someone with an “enterprising spirit” take? Explain.

POSSIBLE EXTENSIONS

The students can create and write their own poem and/or song and consider creating a collection of the final products to be marketed.

The students can write a word search or create a crossword puzzle based on the characteristics they have learned about entrepreneurs from this poem.

Copied with permission from: Bob Cameron and JoAnne Cameron, *Prism of Poetry, Pathways to Writing*, Scarborough, Ontario, Prentice-Hall Canada, 1995.

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood.
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less travelled by,
And that has made all the difference.

Robert Frost

THE BIZ WORD CHALLENGE

Teacher's Notes

CHALLENGE (Suggested time: 20 to 30 minutes)

To complete a crossword puzzle to review key enterprise/entrepreneurial terms.

ENTERPRISE/ENTREPRENEURIAL LINKS

Students will

- develop and employ independent learning skills
- review key enterprise/entrepreneurial terms
- recognize and understand appropriate language to communicate ideas
- recognize the importance of effective communication in client/customer services

CURRICULUM CONNECTIONS

Students will

English Language Arts

- use a range of strategies in writing and other ways of representing to
 - describe and evaluate their learning processes and strategies
 - reflect on their growth as language learners and users
- demonstrate an awareness of the effect of context on writing and other forms of representing
 - make appropriate choices of form, style and content for specific audiences and purposes

PROCEDURE

Distribute copies of **The Biz Word Challenge** to each student. Have students complete **The Biz Word Challenge**.

Students can share the completed crossword as a class.

POSSIBLE EXTENSIONS

Students develop their own crossword/word search puzzle.

Students scan through various business magazines to give more complete definitions for the terms and discuss how they could be applied to a business venture.

Students conduct computer/library research to find business articles that use these terms.

SUGGESTED MATERIALS

- copies of **The Biz Word Challenge**
- dictionary

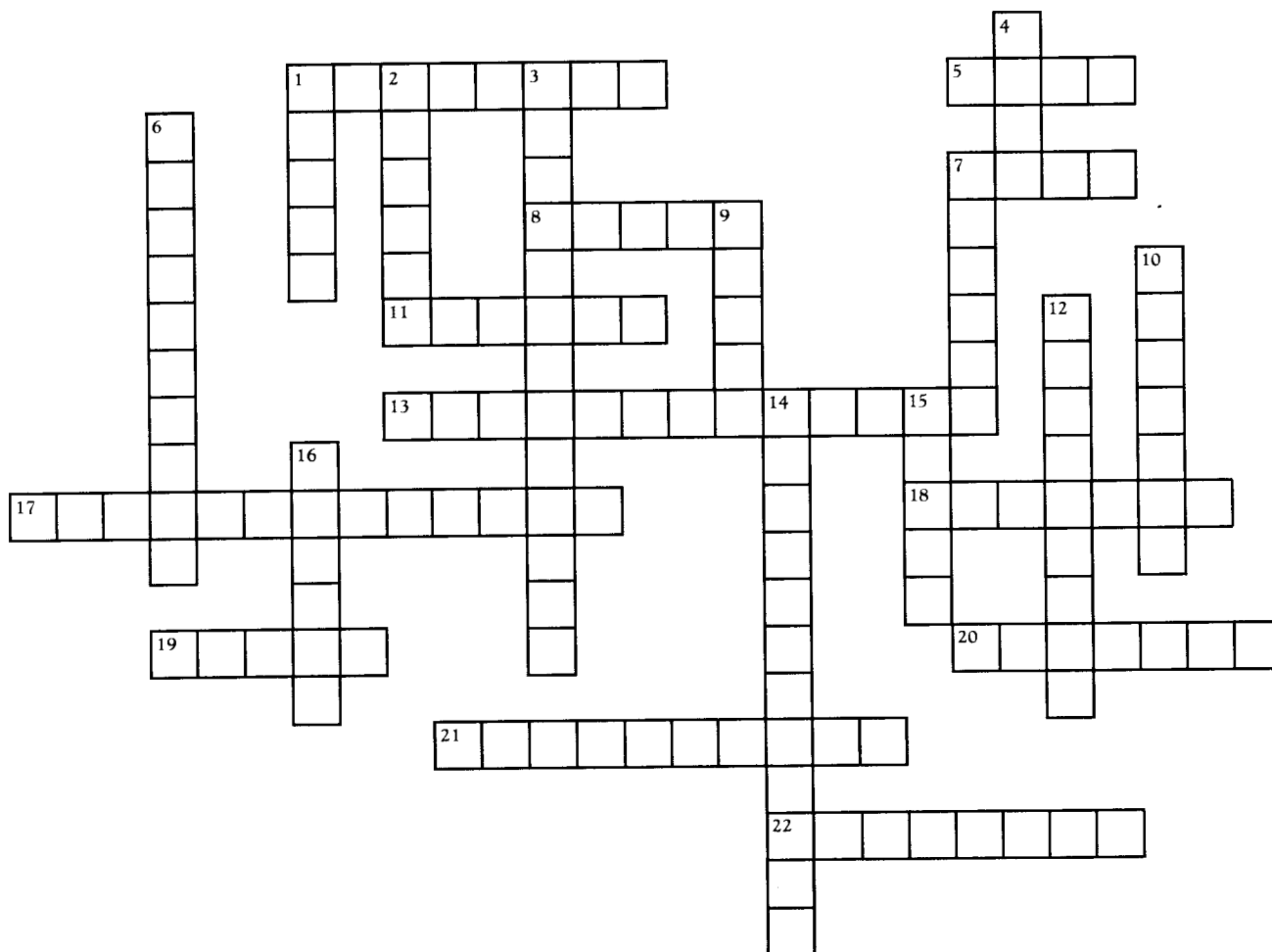
Teacher's Notes

REVIEW AND REFLECTION

1. Students determine how the activity helped them to communicate in an entrepreneurial context.
2. Students consider where they can apply the enterprising/entrepreneurial terminology.

STUDENT CROSSWORD PUZZLE

THE BIZ WORD CHALLENGE



ACROSS

1. an enterprise that offers a product or service
5. when a business loses money
7. a list of steps used to achieve a goal
8. taking chances
11. number of goods available to buy
13. an attention grabber
17. business possibilities
18. a cost of doing business
19. cash
20. a business undertaking
21. originality - being imaginative
22. what the bank pays for money deposited

DOWN

1. financial institutions
2. abilities
3. innovators
4. a desired outcome
6. something new or different
7. a money gain
9. exchanging goods for money
10. achieving business goals
12. promoting a product or service
14. initiating a venture with spirit
15. food, clothing, shelter
16. allowance

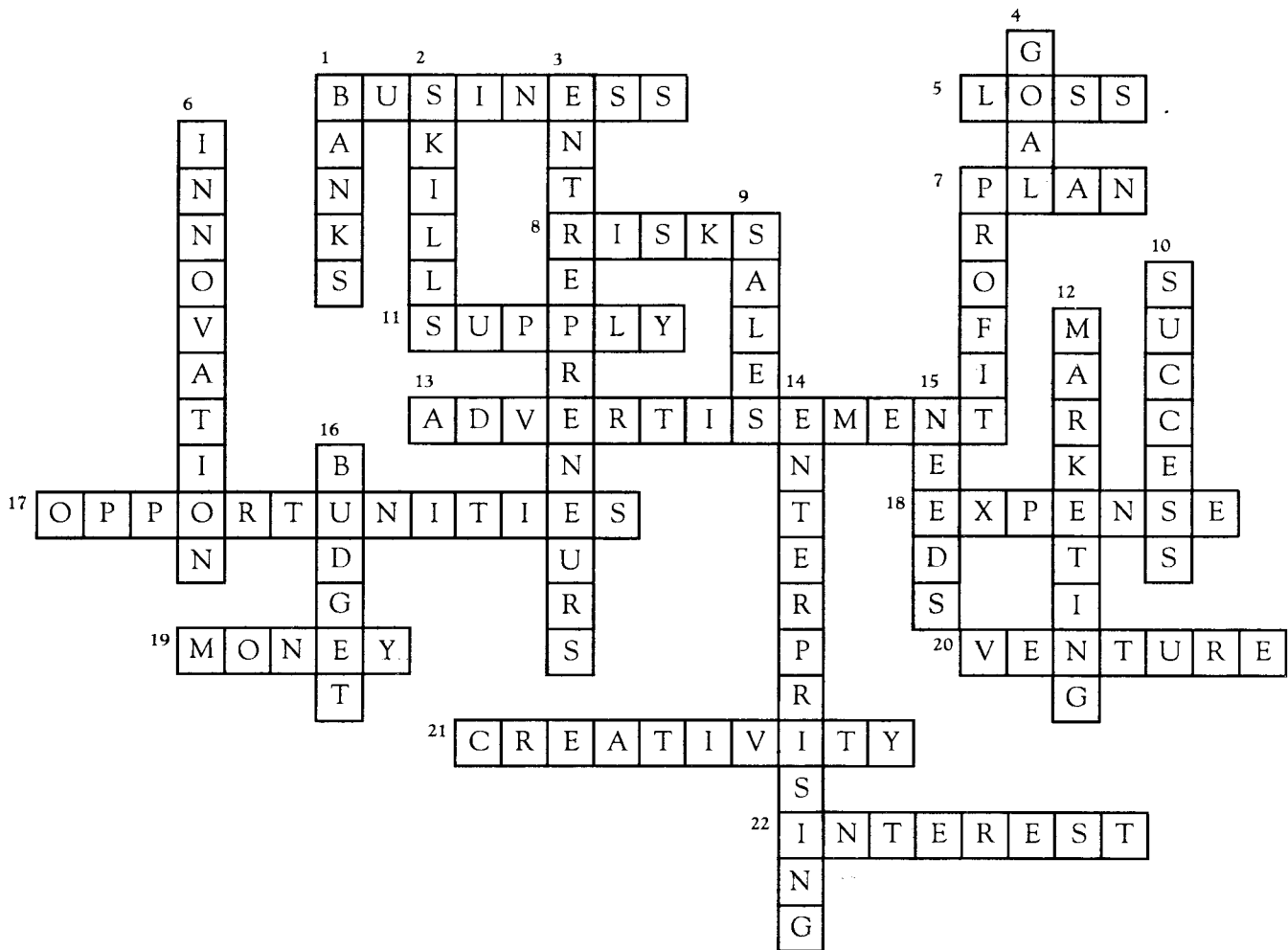
WORD BANK

banks, expense, venture, investment, creativity, entrepreneurs, risks, advertisement, budget, loss, success, interest, sales, innovation, enterprising, skills, currency, supply, profit, funds, opportunities, needs, goal, money, plan, marketing, business

STUDENT CROSSWORD PUZZLE

THE BIZ WORD CHALLENGE

ANSWER KEY



ACROSS

1. an enterprise that offers a product or service
5. when a business loses money
7. a list of steps used to achieve a goal
8. taking chances
11. number of goods available to buy
13. an attention grabber
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